

Unit Planning Guide: Grade __9_ Unit _2_ of _6_

Unit Title: The Next Step –Walking in someone else’s shoes (imaginative narrative)	Pacing (Duration of Unit):6 - 10 weeks
Grade: 9	Buffer Day(s): 4

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Use the text to provide evidence as support
- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conversations in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

Priority Standards

- **RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**
- **RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**
- **W.9.2.a.b.c. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:**
 - a. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction; include formatting, graphs, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

WiDA Standards (ELL)

-
-
-
-

To be completed in collaboration with the ELL Department

other information and examples appropriate to the audience's knowledge of the topic.

- c. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
- W.9.3.a.b.c.d.e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- W.9.MA.3.A Demonstrate understanding of the concepts of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view.
- W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL . 9 .1. a-b Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- L. 9 .4 d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- RL. 9. 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL . 9 .2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
- RL.9.4 Determine the meaning or words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- W.9. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Writers write in different ways according to their purpose. • Writers use figurative language to enrich the meaning and tone of the piece of literature. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Are there themes in literature that are of interest to all people? • What can I learn about writing from reading?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Determine a theme in a text
- How connections are drawn within text
- How to write informative/explanatory text with supporting details
- How to write narratives, real or imagined, using engaging techniques
- The definitions and significance of various points of view.
- Writing strategies that produce effective writing
- Strategies used to determine definitions of unknown words

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Determining a central idea of a text and analyzing its development while providing an objective summary of the text.
- Analyzing how the author unfolds an analysis, ideas or events and how connections are drawn between them.
- Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information, including tools such as formatting, graphs, and multimedia in order to develop the topic with relevant facts and details using appropriate and varied transitions.
- Writing narratives to develop real or imagined experiences or events using effective technique that engages and orient the reader using narrative techniques, sequential events, strong diction, and a reflective conclusion.
- Demonstrating an understanding of the concepts of point of view.
- Producing clear and coherent writing.
- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases using a range of strategies such as examining context or using a dictionary.